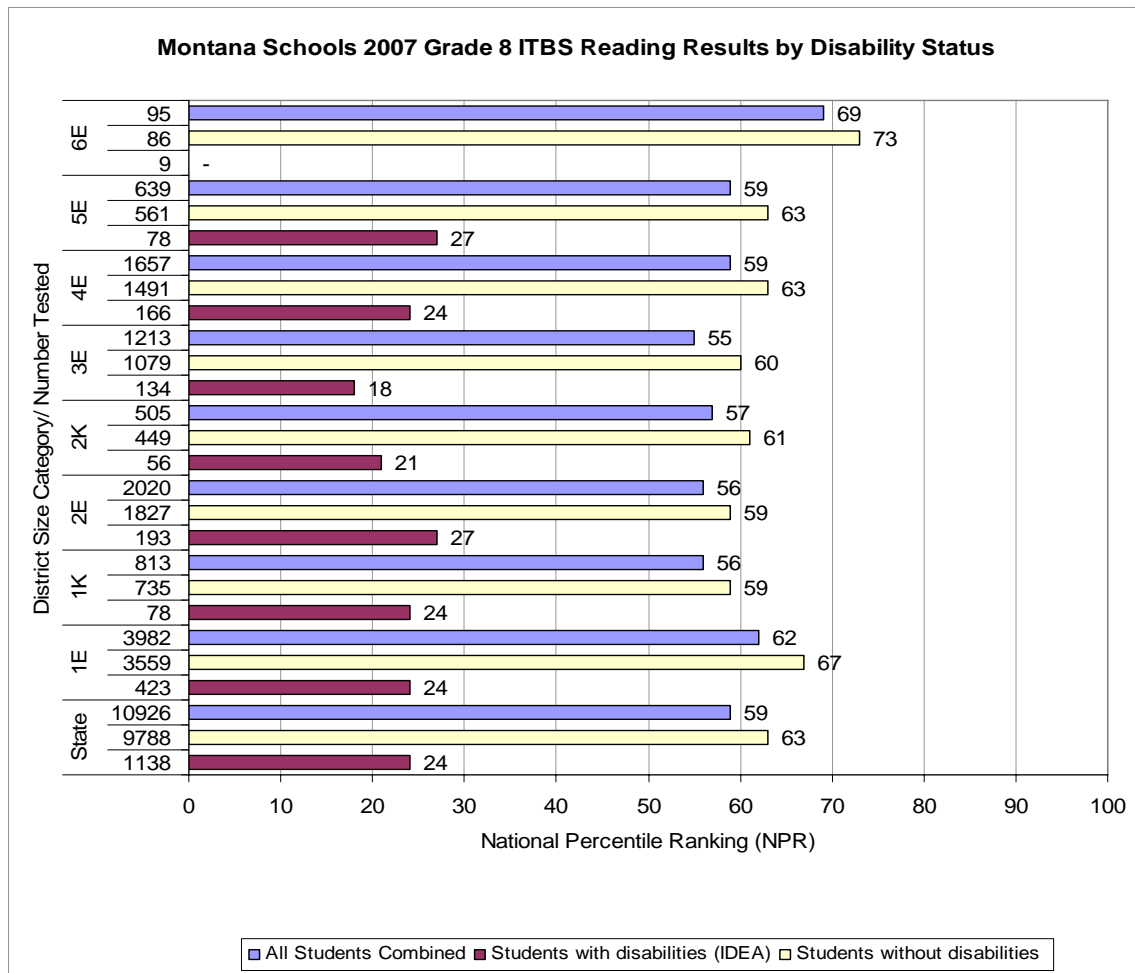


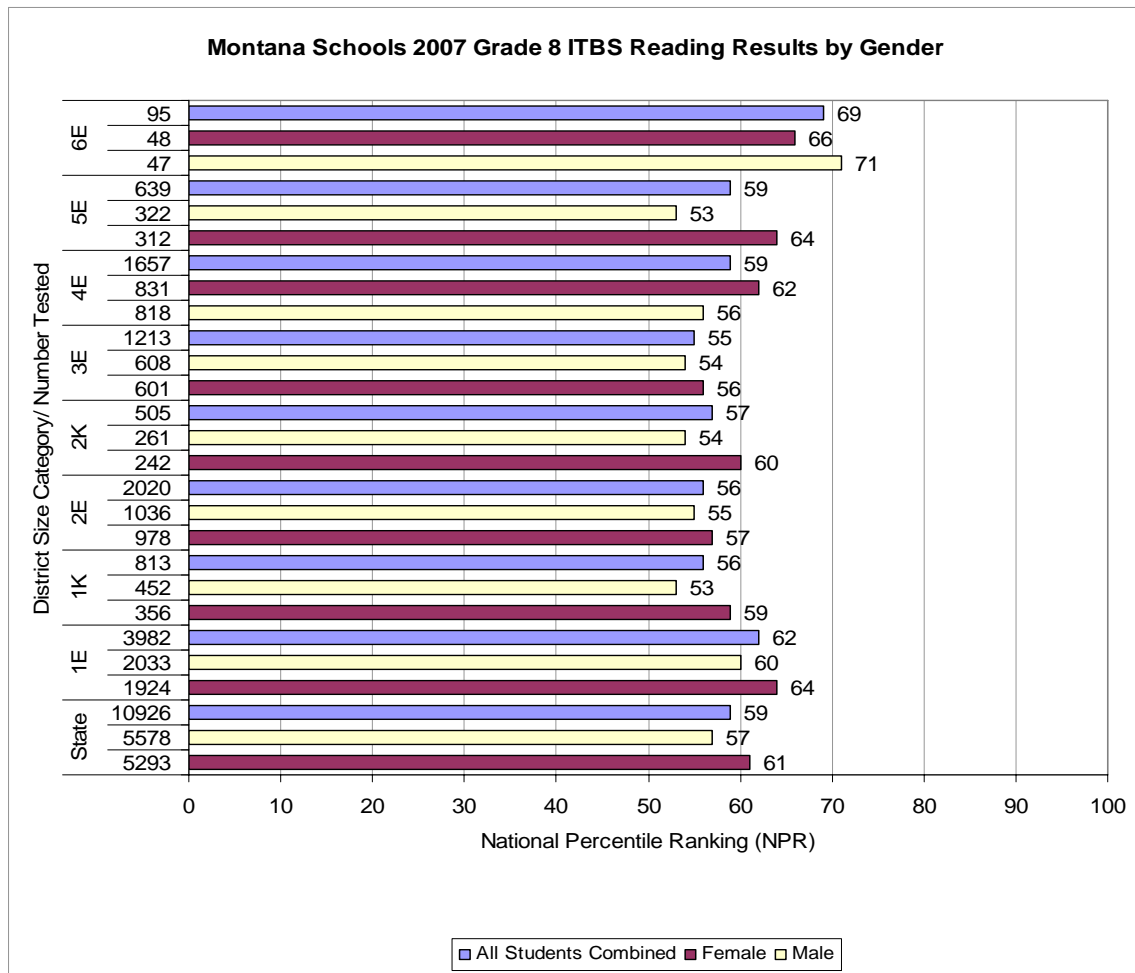
Chart 8.1 R



*To protect privacy, no results will be reported when the count of test takers is less than 10.

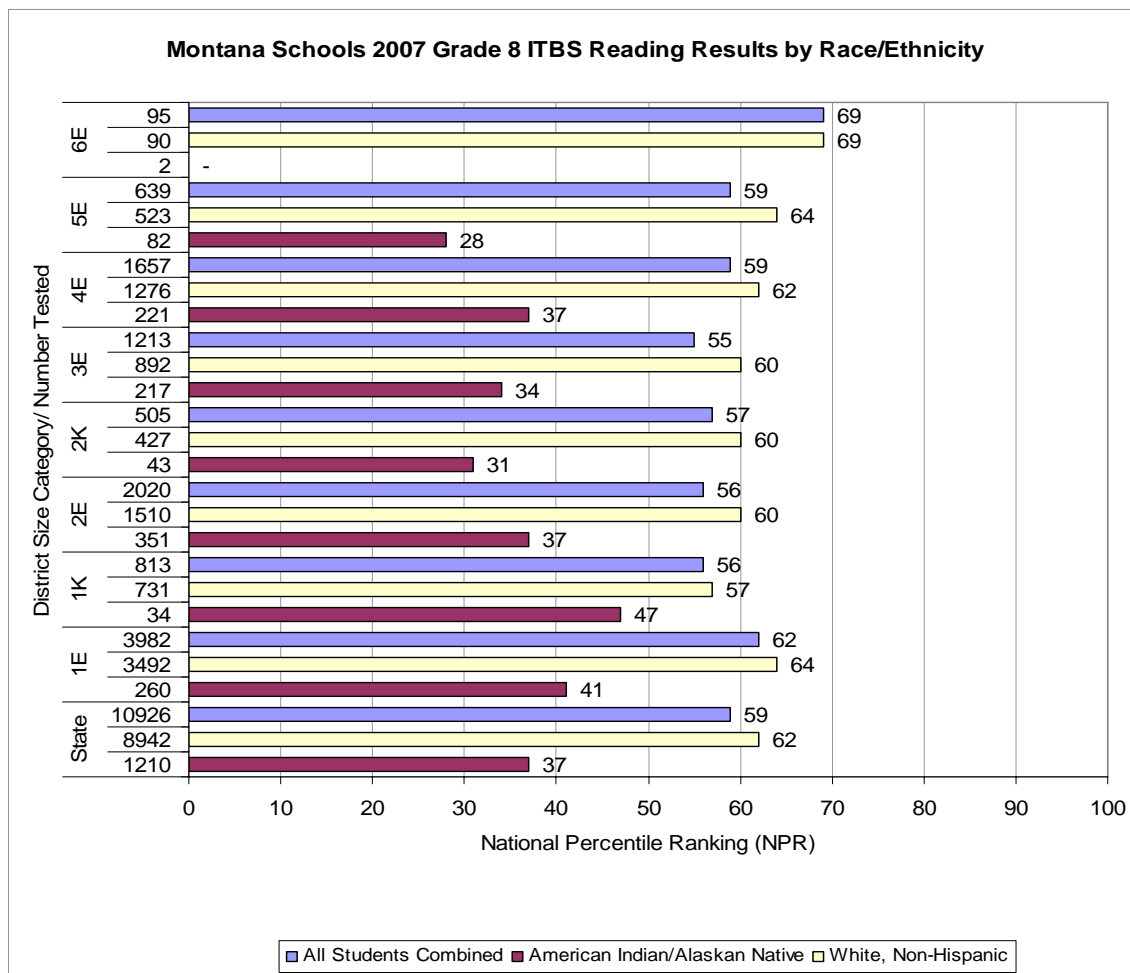
1. All students
 - The Reading NPR for all Montana grade 8 students is 59%, the same as in 2006.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 63%, one percentage point below the 2006 average. That number is relatively stable with all district size categories plus or minus 2-4 percentage points except size category 6E where the number of students tested is too small for comparisons.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 24%, one percentage point lower than in 2006. That number is stable with all district size categories at plus or minus 3-6 points.
4. Comparisons
 - Statewide, Montana students without disabilities scored 39 percentage points above students with disabilities, 63% and 24% respectively.

Chart 8.2 R



1. All students
 - The Reading NPR for all Montana grade 8 students is 59%, the same as in 2006.
2. Female students
 - Statewide, the NPR for female students is 61%, the same as in 2006. That number is stable with most district size categories plus or minus 1-5 percentage points.
3. Male students
 - Statewide, the NPR for male students is 57%, one percentage point lower than in 2006. That number is stable with most district size categories plus or minus 1-4 percentage points.
4. Comparisons
 - Statewide, female students scored four percentage points above male students. That number is stable.

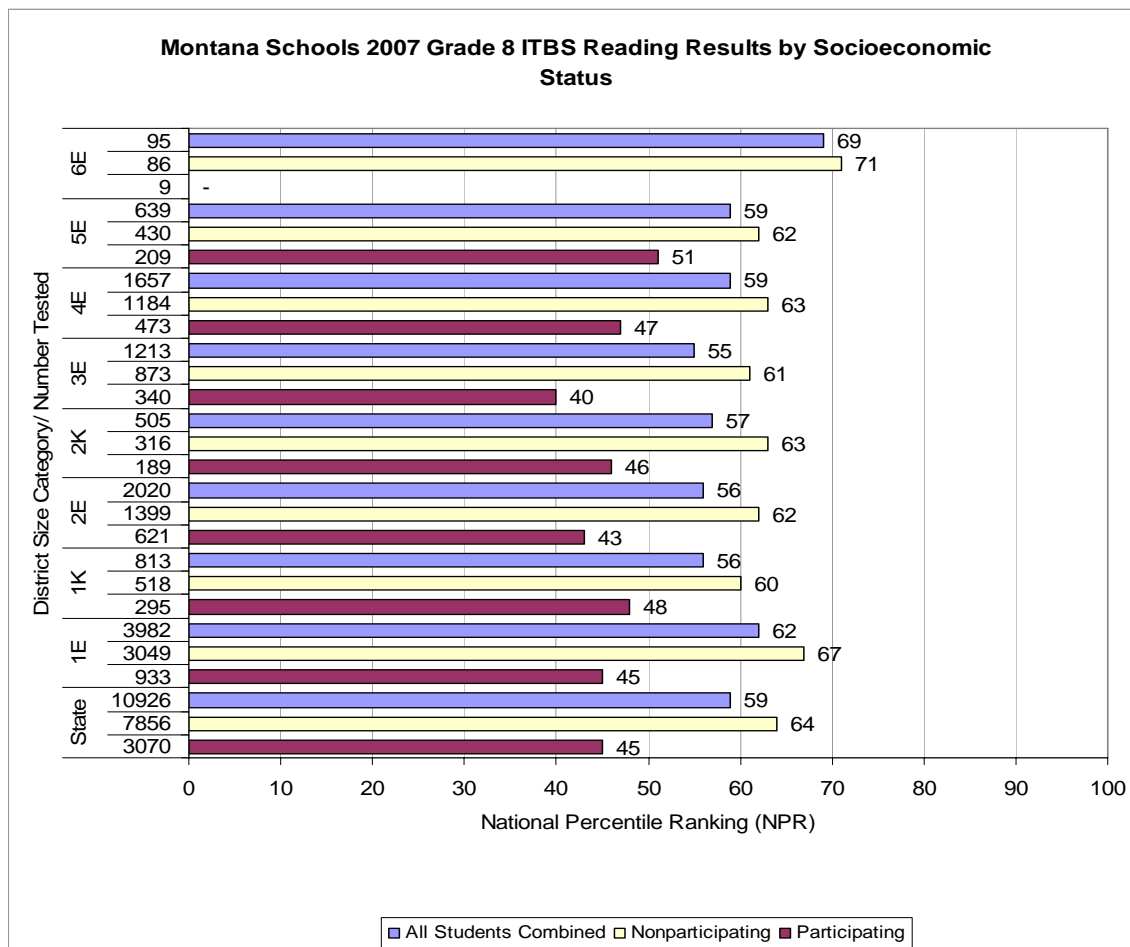
Chart 8.3 R



*To protect privacy, no results will be reported when the count of test takers is less than 10.

1. All students
 - The Reading NPR for all Montana grade 8 students is 59%, the same as in 2006.
2. American Indian students
 - Statewide, the NPR for American Indian students is the same as in 2006, 37%. That number is relatively stable with all districts plus or minus 3-6 percentage points except district size categories 1K and 5E.
3. White students
 - Statewide, the NPR for White students is 62%, one percentage point lower than in 2006. That number is stable with most districts plus or minus 3-6 percentage points except district size category 6E.
4. Comparisons
 - Statewide, Montana White students scored 25 percentage points above American Indian students, 62% and 37% respectively.

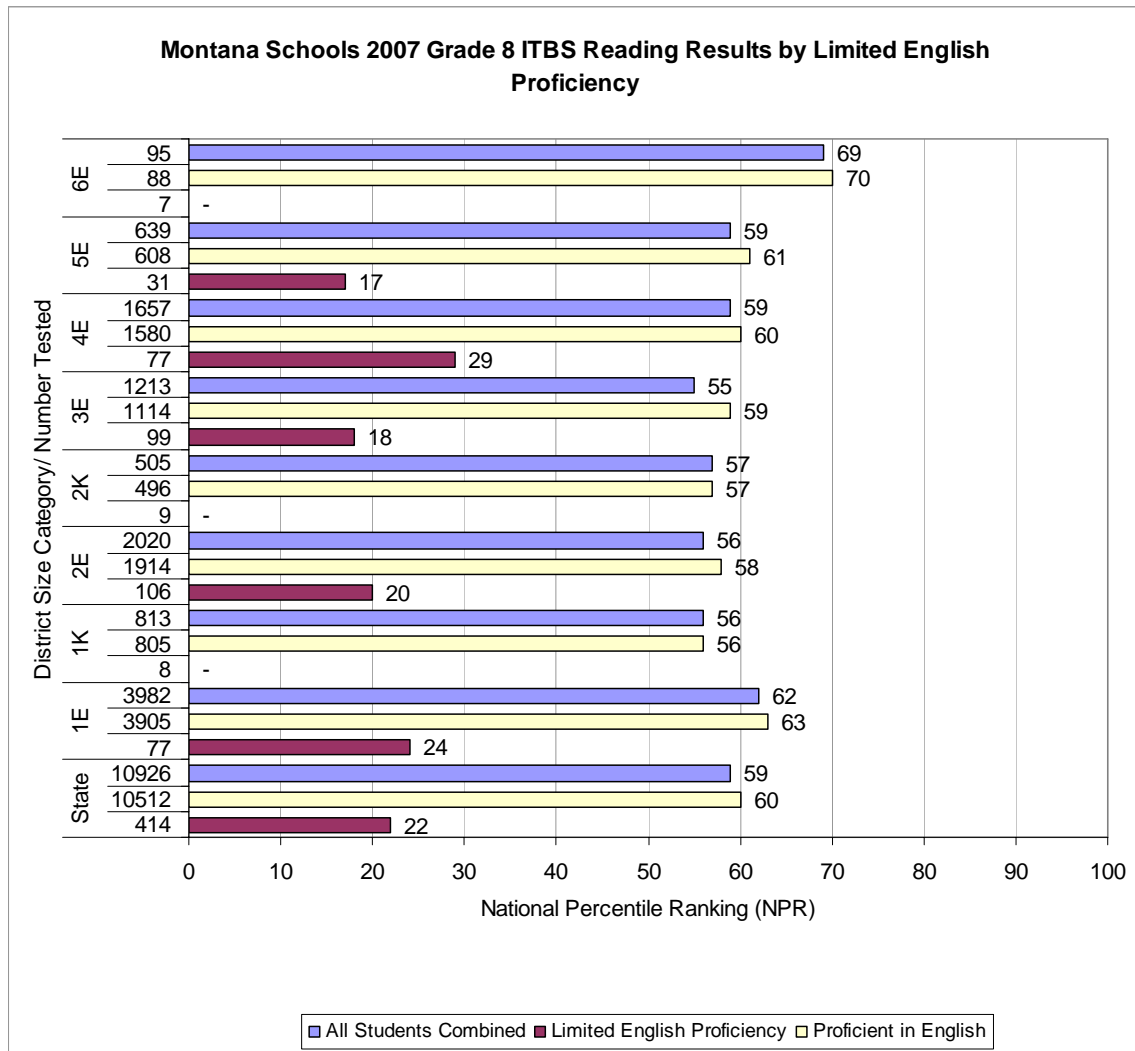
Chart 8.4 R



*To protect privacy, no results will be reported when the count of test takers is less than 10.

1. All students
 - The Reading NPR for all Montana grade 8 students is 59%, the same as in 2006.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 45, one percentage point below 2006. That number is relatively stable with most district size categories scoring plus or minus 1-6 percentage points.
3. Students not participating in free/reduced lunch programs
 - Statewide, the NPR for students not participating in free/reduced lunch programs is 64%, two percentage points below 2006. That number is stable with most district size categories plus or minus 1-4 percentage points except for size category 6E where the number of participating students is too small for comparisons.
4. Comparisons
 - Statewide, non participating Montana students scored nineteen percentage points higher than students participating in free/reduced lunch programs, 64% and 45% respectively.

Chart 8.5 R



*To protect privacy, no results will be reported when the count of test takers is less than 10.

1. All students
 - The Reading NPR for all Montana grade 8 students is 59%, the same as in 2006.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 22%, three percentage points below 2006. The NPR scores vary among school size categories because the number of LEP students tested also varies.
3. Comparisons
 - Statewide, all Montana students scored 37 percentage points higher than limited English proficient students. That number is relatively stable when the number of LEP students tested is sufficient for comparison.